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ABSTRACT

Papers on the education and training of librarians, which were presented at the 1983 International Federation of Library Associations (IFLA) conference, include: (1) "The Role of New Technology in the Librarianship Syllabus," in which J. A. Large and R. F. Guy (United Kingdom) describe possible problems related to the integration of new technology in library school curricula and the experience of introducing such instruction at the College of Librarianship Wales; (2) "Teaching New Technologies: Whose Role Is It?" in which G. Edward Evans (United States) outlines his view that library schools must teach students about operations, applications, and use of information/telecommunications technology; (3) "The Codified System of Post-School Training of Librarians in the Slovak Socialist Republic," a report by Horst Hogh (Czechoslovakia) on that country's permanent cyclical continuing education system for librarians; (4) "Comparative Trends in Library and Information Science Curricula in the USA, Canada, and the Federal Republic of Germany--A Study Originating from the IFLA Project 'Equivalency and Reciprocity'," in which Diann D. Rusch focuses on educational requirements and specializations and on the response of library schools to changes in the job market; and (5) "The Training of Librarians for Technological Society. Polish Experience and Problems" by Stefan Kubow (Poland). (ESR)

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# The role of new technology in the librarianship syllabus

by

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# The role of new technology in the librarianship syllabus

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## Abstract

Discusses the growing importance of new technology in librarianship and the consequent need for library schools to reflect this development in the curriculum. The authors examine the problems encountered by library schools under the headings: curriculum problems, financial problems, software problems and personnel problems. Finally, experience of introducing new technology into the curriculum at the College of Librarianship Wales is assessed and conclusions drawn.

## INTRODUCTION

New technology - computers, word processors, online systems, videotex, video discs, telecommunication networks - is now playing a vital role in the information industries, including libraries and information units. Whilst not everyone, certainly, would agree with Dennis Lewis' 'Doomsday Scenario' that 'In the year 2000... the information scientists and the librarian will have gone the way of the brontosaurus', there can be no doubt that new technology is increasingly affecting the day-to-day operations of libraries of all kinds and sizes.[1]

The automation of processes in libraries proceeded apace during the 1970s but for the most part it was only medium to large library systems which were affected. In the 1980s, however, many more libraries and librarians have face-to-face contact with computers and associated technology. Online searching, for example, is practised in a wide range of libraries and it is accepted that all professionals should at least be aware of its strengths and also its limitations, even if not able to search competently. The recent rapid advances in microcomputer technology have meant that many more libraries are now able to afford the purchase of computers. In many cases the existing

staff of these small units have little knowledge of the technology and it is therefore particularly important that the new entrant has acquired some degree of understanding during his/her course.

Library schools cannot ignore these technological developments which are affecting the information world. They must equip their students to enter an increasingly competitive job market, a market which often assumes some technological know-how from its recruits. Whether or not library schools should attempt to forecast technological developments is more problematical. Ideally librarians should be able to attend refresher courses from time to time throughout their careers, courses which can cope with new technological developments. In practice, of course, such continuing education is difficult to acquire and the schools therefore do often try to include some coverage of such likely developments as video discs and local satellite communication.

New technology affects the library school in another way. It offers scope for teaching both new and traditional subjects. The efficacy of computer assisted instruction (CAI) is contentious, and the claims of its more extreme proponents probably cannot be sustained. The computer does not eliminate the teacher, nor even the chalk and blackboard, but it can offer a novel and stimulating approach to the teaching of many topics. Computer simulations, for example, can be utilised in many areas of the curriculum, from management to reference work. CAI is not as yet widely employed, although in teaching online searching, for example, considerable work has been carried out and the schools are using CAI packages extensively.[2]

The adoption of new technology, however, both as an area for instruction

and a means of instructing, has not been a trouble-free experience for the library schools. It has led to a number of problems which cannot be ignored, although completely satisfactory solutions cannot always be found. The problems can usefully be grouped under four headings:-

Curriculum problems
Financial problems
Software problems
Personnel problems

Curriculum problems

The decision to include modules on new technology in the library school curriculum immediately raises the problem of their location within the existing curriculum. Firstly, what should be removed to make room for the new material. Curricula should be, and normally are, always changing to reflect changing emphases in librarianship, to accommodate new interests of staff or the requirements of examination validation authorities. To this extent, it could be argued that new technology has added just one more spur to a re-shuffling of the curriculum. The scale and speed of technological development and its rapid adoption, however, has compelled schools comprehensively to examine their existing syllabi. Worse still, there is often no concensus as to whether the computer really has revolutionised librarianship. The conflict may be aggravated because it tends to become embroiled with the disagreement over librarianship versus information science in general.

Secondly, how should new technology subjects be grouped with existing subjects; should all computing elements be collocated in one course, or should they be scattered in relevant parts of existing courses. Should the word processor for example, be discussed in relation to a computing

course or a physical bibliography course. The authors have discussed this problem elsewhere in relation to online searching.[3] One approach in this case is to incorporate it within an existing course. Some schools include it with basic reference work, others with cataloguing or an introduction to information science. A different approach is to incorporate it with library automation or alternatively to deal with it as an independent course. There is no ready answer to this problem, although some solutions may prove more satisfactory than others in a particular library school. A different curriculum problem is raised when the course content itself is examined. How far should the technology itself be understood by the students, the 'nuts and bolts' approach, rather than its application to information work? Is it necessary for students to understand how a computer works any more than it is necessary for them to know how, say, a photocopying machine works? It is unlikely on a crowded library school syllabus that time could be spared for detailed technical descriptions, even supposing the availability of qualified staff. At the same time, it can be argued that some familiarity with the fundamental characteristics of mainframe, mini and micro computers and their ancillary equipment is useful for the librarian. Staying with our earlier example computers cannot yet be bought 'off the shelf' as can a photocopier. The variety of available machines cannot be guaranteed and software for one machine will not necessarily run on a different model (more of this below), Any knowledge which will enable the librarian to discuss hardware and software with experts in this field is likely to prove valuable; it should certainly simplify the dialogue and reduce chances of misunderstanding, even if not removing the need for expert advice.

An equally difficult and related curriculum problem is whether topics such

as systems analysis and programming, which it could be claimed are in the domain of computer science not librarianship, should be taught. In favour of such a course is the argument that students should learn how to make the technology work, if only to gain some insight into its capabilities and limitations. This, indeed, is one reason why library schools in Britain introduce their students to the command language of at least one online system. The case is less clear-cut with programming, however, because the amount that can be achieved in the relatively short time available on a librarianship course is very limited. A cursory introduction to a high level language such as BASIC is probably the most to be expected in a librarianship programme (information science courses are a different matter). Such an introductory course will not equip the student to write programs for library systems and will probably achieve little other than giving the participants the chance to build upon this foundation at a later date. Programming is often restricted to optional courses which can be chosen by those especially interested.

A different kind of curriculum problem is posed by the inherent unreliability of equipment, including computers and the components of an online system. Drawing upon the authors' personal experience alone, disc drives can fail, online systems can be 'down', Prestel telephone lines can be unavailable and electricity supply failures can render all equipment useless. Such calamities are irritating in libraries, but in library schools where classes are scheduled to take place at specific and immovable times, they are devastating; the experience of standing at a terminal or computer console in front of a class of students, only to find that the equipment will simply not function, is not a pleasant experience. Although online systems are likely to be more unreliable than in-house computers, it cannot be guaranteed that the local

computer will always be operating or that the programs will not be corrupted. Such problems are no reason to eschew the new technology but they do perhaps stir memories of reference books and cataloguing schedules which never suffered mechanical or electrical breakdowns.

Financial problems

Technology must be purchased. It should not be assumed that this inevitably involves heavy expenditure; microcomputers can now be acquired relatively cheaply and online installations are also reasonably priced. Mainframe and minicomputers are still expensive items but the increasing power and multiple-pc·t capabilities of micros is reducing the need for a library school to prefer them to the micro. In any case, should the library school use a mainframe or mini it is likely that the computer will have been purchased by the parent institution.

The cost of using commercial online and videotex services, however, can be very considerable, especially if large numbers of students are to be given 'hands on' experience. To take online searching as an example, a meeting of library school educators held at the University of Washington School of Librarianship in 1978 suggested that a minimum of five hours live searching per student was required.[4] Guy and Large believe that this is a minimum figure for those students who wish especially to study online in an advanced course, although certainly more than satisfactory to provide a general introduction to the concepts of online searching.[5]

Despite the instructional rates offered by many databases on a number of systems, such an amount of online contact time proves very costly for the library schools. Indeed, many schools in practice will be unable to offer

all their students so much time. In an effort to provide 'hands-on' experience at the terminal without incurring high online costs, a variety of teaching aids, including computerised simulations and emulations have been produced. Such aids, however, cannot remove entirely the need for genuine online searching. At a time when library schools are experiencing financial restraints, the costs of teaching courses in online and videotex undoubtedly pose problems for the schools and financial considerations may have to be considered along with educational factors.

Software Implications

In order to demonstrate computer applications in librarianship by using simulations of circulation and cataloguing systems, or to use computers for computer assisted instruction, software must be acquired. It is easy to concentrate on the purchase of hardware and overlook the fact that without suitable software, the equipment will lie idle. Software can be obtained in two ways - purchased or produced in-house. Although software packages may seem expensive to purchase, it is cheaper to buy 'off the shelf' programs than to develop programs within the library school. Unfortunately, however, commercial teaching packages for library school use are still relatively uncommon, though increasing in number. Furthermore, the decision to develop software in the school is one which should not be lightly undertaken. It takes professional programming expertise and considerable time to produce efficient well-designed programs. In the United Kingdom, the British Library Research and Development Department has played an important role in supporting software production by the library schools.[6] Teaching packages produced by one school can be made available for use by all the schools. There are of course problems inherent in such a programme. Multi-school use is handicapped by program portability and machine compatibility. Programs produced to run on one particular

computer may require considerable modification before they will run on other models. British library schools have not adopted a policy of using compatible computers - some use microcomputers, others minis or mainframes. Fortunately, however, programs for microcomputers written in BASIC (the most commonly used language for the library school packages) are relatively portable and should work on a wide range of micros with relatively little modification.

Personnel problems

It is not sufficient to acquire hardware and software; if new technolgy is to be used then suitable staff must be employed in the library school or be available from other departments of the parent institution.

The former solution is often preferred, i.e. to teach library school lecturers systems analysis and programming rather than use lecturing staff from the computer science department. Staff from outside the library school usually find it difficult to provide the kind of practical examples which library students can understand. A number of library schools in the UK have taken the opportunity provided by the Department of Education and Science to send some members of staff on one year courses in computing. It is more difficult, however, to train staff to a sufficient level for them to develop software packages (see above). Apart from the level of expertise required, full-time teaching staff will find it difficult to afford the necessary time for program development within normal teaching duties. A number of UK library schools have overcome this problem to some extent by allowing higher degree students to write teaching programs as part of their thesis work.[7] It is rather unfortunate that financial problems prevented the British Library Research and Development Department from carrying through their plan to employ a systems analyst/programmer who would spend periods at every UK library school helping staff to devise and develop programs.

More than all this, however, it is important that other staff in the library school who are not primarily concerned with teaching about new technology should be willing to utilise computing resources. there is no point in purchasing or developing management simulations, for example, if the staff who normally teach library management are not prepared to incorporate them into their curricula. Some staff may feel ill at ease in the presence of computing hardware and experience the initial fears and reluctance so often encountered amongst the students themselves.

Some staff may also be reluctant to see scarce resources diverted to the purchase of hardware and software, especially when technological development is so rapid and obsolescence all too likely. Even amongst the 'technologists' in the library school there may be divided interests; the person concerned with audio visual matters may be happy to purchase a video disc system but oppose the acquisition of a new microcomputer, whilst the computing person may have little sympathy with audio visual developments.

New technology at the College of Librarianship Wales

The growing significance of technology in librarianship has been recognised for some considerable time in the College courses. Two courses, 'Computers and Mechanisation in libraries' and 'Audio visual studies for librarians', were offered as optional or elective courses on both the undergraduate Bachelor of Librarianship course and on the Postgraduate diploma course. The optional nature of these courses was significant, emphasising that the content was not of sufficient importance or relevance to be compulsory for all students. At least as far as computers are concerned, the last few years have seen quite considerable changes in the relationship between 'core' and 'optional' material. In line with the spread of automation in libraries

an increased amount of material on computer aspects began to be treated in the core papers. For example 'hands-on' online searching which was only provided in the computer option course became a part of the core courses three years ago and was therefore removed from the optional course. Similar changes occurred with other topics such as computerised subject indexing. There is still an option subject in computers but its nature has been considerably changed. It is now entitled 'Design of computer-based information systems' and is rather more specialised, and theoretical, and less concerned with library applications as such.

The College, unlike other library schools is not a part of a larger institution and does not have 'free' access to computing resources (machines and staff). In order to provide some 'hands-on' experience in the 1970s the College accessed a commercial computer bureau. The development of microcomputers was of immense significance because it meant that while capital costs would have to be incurred for purchase of equipment, running costs would be minimal. The College now has a Research Machines 380Z (56K), 6 16K Commodore PETS with cassettes and a 32K Commodore PET with disc drive. The microcomputers are mainly used for programming, subject index work and teaching associated with online searching.[8]

There is a lot of sense in treating computers in context. Instead of viewing them as entities, students are encouraged to see them as 'tools' which can be used to carry out particular activities. It is only acceptable, however, to include material on a core course which has an influence across librarianship generally. There is, of course, no harm in mentioning video-discs, electronic journals, etc., but surely it is inappropriate to devote

much of a very crowded curriculum to systems which are either largely experimental, or which have yet to make any sort of impact on library practice. Such topics are more suitably considered within options. It is, of course, extremely important that the curriculum is flexible enough to allow for changes and that curriculum planners are alert to the need to keep abreast of change.

## Conclusions

Despite these various problems, library schools are incorporating new technology in the curriculum. Usually there are at least a few staff who are enthusiastic about its possibilities and keen to devote their time and energies to its adoption. Furthermore, there is a growing realisation that the curriculum is no longer complete without it. Not only are libraries increasingly expecting some technological awareness from new entrants to the profession, but other library schools will be offering this, even if yours is not.

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# TEACHING NEW TECHNOLOGIES: WHOSE ROLE IS IT?

By
G. Edward Evans

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# TEACHING NEW TECHNOLOGIES: WHOSE ROLE IS IT?

By
G. Edward Evans

I must start this presentation with a disclaimer. For those of you who are familiar with American radio and television you know that broadcasters often give individuals the opportunity to express their opinions over the air, about issues or ideas of current interest to the listeners. Before the individual begins his or her presentation the broadcaster makes a statement similar to the following: "Mr. Ed Evans, Associate Dean of the Graduate School of Librarianship and Information Management of the University of Denver, is about to express his opinions about teaching the new technologies. The views expressed are those of the speaker and do not necessarily reflect the views of this station nor necessarily, his employer." In the case of my presentation today such a disclaimer carries more than its normal weight.

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What follows is a personal view on this question. It is based upon personal experience over the past two years in attempting to start several new degree programs. That experience has convinced me of several things regarding the need for a "philosophical" position when entering a new area of education; the need for a public relations/marketing program; and the need to clearly define the answer to the question, "What is our business?"

Before exploring the question of what is our business, I want to make it clear what aspect of teaching the new technologies (communication technologies) I am concerned with in this paper. I think the teaching of any technology can be approached from three separate, yet related, points of view: technical design and product development; installation, maintenance, modification and development of technical specifications; and operation, application and use. My view is that a school of librarianship and/or information management can and should be primarily concerned with teaching about operations, applications and use of information technology. The secondary emphasis should be on teaching students how to develop system specifications in terms of functions and level of performance required to meet the information system needs along with giving them an understanding of the methods used to install and modify a system. Students should know enough about maintenance to know what they can take care of and when to call a service person. In the area of technical design and product maintenance, the should be provided

with a understanding of the basic principles of how the technolongy functions but only to the extent necessary to understand and work in the primary and secondary areas of concern to the information professional. In the installation and modification area I would suggest that individuals with degrees in design and product development be hired with the understanding they would be working with the information professional in creating the specific system for an organization. What I envision, at the professional level (excluding technician repair work),is that the work roles will be divided between two types of educational programs. Engineering and Computer Science programs educating individuals for technical design, product development, installation and product modification and limited maintenance; and Information Management programs educating individuals to handle the operation, application, use and development of specifications (in conjunction with designers). The maintenance aspect would be the primary emphasis of technician programs.

## What Is Our Business?

Peter Drucker, an American teacher of management, claims the first step in developing a successful organization is to get a clear answer to the question "What is our business?" Too often people do not take the time to think through the answer to this question because they think the answer is obvious. The answer is not obvious in most cases and usually proves to be extremely difficult to answer in a satisfactory manner. If the question ever was relatively easy to answer for library schools it was sometime ago, 20 or 30 years ago at the latest. I do not believe we have made many serious attempts to answer the question for some time and today we have a very complex situation to deal with in the rapidly changing environment of the information world.

Normally there are at least two points of view from which to answer the question and often the points of view result in different answers. One point of view is of management (the schools and/or parent institution) and the other is the consumer (in our case, students). Actually in our field there are three points of view as our consumer can be divided into two groups, students and employers. While it is comforting to think or claim these two groups have the same needs it is not a very realistic view. It is better to think of them as two distinct groups with different needs. As long as I have been in the field, there has always been some debate about does the library school lead or follow the field. Should the school emphasize theory or practice? Are schools to educate for a career or "day one" performance?

In the mid-1970's, in California, there was an effort to identify "day one" entry level professional activities and then determine what course work in the library schools covered those needs. The study was undertaken by a group of public librarians who felt the

graduates of the library schools were too theory oriented. Needless to say, most of the library schools were not too interested in just teaching "day one" skills. The point of this being that one class of consumer of the schools' product did not like the answer to the question "What is our business?" and how we were going about doing that business.

I believe our business is educating people for careers in information management. It is not to provide education for effective performance in all the entry level activities on the first day on the job. If that were the case, we would be training people for a job rather than educating for a career.

I see the term "information management" as an umbrella concept similar to terms such as business, engineering, medicine, and law. There are many sub-fields within each of these broad fields. For example:

| Business | Engineering |
|---|---|
| Accounting | Mechanical |
| Personnel | Electrical |
| Marketing | Structural |
| Investment | Nuclear |
| Production | Aeronautical |

| Law | Medicine |
|---|---|
| Civil | Dermatologist |
| Corporate | Geriatrics |
| Criminal | Internist |
| International | Pediatrician |
| Labor | Surgeon |

Information Management

Archivist
Indexer/Abstractor
Information Broker
Librarian
Records Manager

All of these broad fields have a core curriculum that is used as the base upon which specialized course work and career specialization is based. Thus all the graduates from a business school would have a set of courses common and a set of specialized set of courses preparing them for the specific career field they plan to pursue.

Last year, at this conference, I talked about plans at the University of Denver to offer several new degree programs in information management. At that time I focused on the courses and structure of the proposed degree programs and only briefly commented on the core knowledge that would be required in all the degree programs.

My view is there is a core knowledge for the information professional, just as there is a core for business, engineering, medicine and law. I also believe that core is the base that is needed for developing specialized career paths. I see the core as constituting a minimum of one year of course work in a four year undergraduate program. Because of the universal nature of "information" a person working in the field will need a broad background in subjects that would be the equivalent of what, in the United States, is called general education. The general education would relate to several "skill" areas; communication skills (reading, writing and speaking effectively); quantitative and analytic skills (mathematics, statistics, logic, research methods); language skills (foreign and computer); interpersonal relations skills (political science, psychology - individual and group); cultural understanding skills (anthropology, history, literature, art, music). The general education course work would constitute a normal two-year academic program at the undergraduate level; the core courses in information management would be one year; and the final year would be for specialization course work.

The Information Management core courses would revolve around the answers to five questions.

* How is information created and produced?
* How is information used by people and machines?
* How is information organized, controlled and acquired?
* How is information stored and retrieved?
* How is information managed and marketed?

Course work would concentrate on understanding theories, principals, practices and technologies employed in information handling and would have very little institutional orientation. After the student has completed the he or she would then take advanced course work in area of desired specialization. Most of the advanced courses would have an institutional orientation.

Teaching New Technologies

By now some of you are asking what does all of this have to do with the topic he is suppose to be discussing? In my opinion all of the above is central to the topic. If we answer the question "What is our business?" by saying it is to educate librarians for a career in the library; then my answer to the question of whose responsibility is it to teach the new technologies is: NOT OURS. In such a case I do not believe it would be the library schools' role to teach the new technologies beyond teaching students about how the current generation of equipment can be and is being used in libraries. Library schools with such an orientation generally would not have the faculty expertise to teach much beyond the library application level. Students in such a program would, in my opinion, not accept teaching the new technologies beyond the "how to use it in my library" level. Also the level of interest in the courses on the part of non-librarians would be so low that school administrators would find it difficult to justify the costs attendant to developing and maintaining a communication technology laboratory.

If, on the other hand, we define our business as educating people for a career in information management, then the teaching role should be ours. Teaching technology in the areas identified at the start of this paper (operation, application and use; installation, modification and specifications; and some design) would be appropriate. The breadth of the field of information management and variety of institutional settings in which graduates would work is such that a different type of faculty would be needed to teach the courses. You would need individuals with a strong technical background. I would expect the basics of the technologies would be covered in the core curriculum along with the basic theories underlying the technologies and the general applications. The lack of a specific institutional setting would make the course attractive to people outside the field who wanted a basic knowledge of the technologies and their applications. Students in such courses because of their different career goals would not want to see (demand) institutional specific content dominate the course. Because of the greater number of persons interested in taking such courses administrators would find it easier to justify the equipment costs.

This view is based on first-hand experience in attempting to develop new degree programs in areas other than librarianship. So long as we define ourselves first and foremost as library schools and educating librarians we will have an image problem. I do not wish to debate if the image is correct or incorrect, the fact remains there is an image in the mind of the general population of what libraries are and what librarians do. I believe there are three basic elements in the laypersons image of libraries and librarians: a) print materials and primarily books are the stock in trade; b) there is a single focus on the institution THE LIBRARY (if it is a library or run by a librarian it will be operated in only one manner); and c) librarians are female, quiet, sensible and conservative. Until we change our

definition of our business, change our name to reflect the broad base of information, and undertake an active public relations program we will not be able to change the image.

Sometime ago I was at a social gathering where a businessman was complaining about the problem of handling all the information for his company. When it was suggested he hire someone from the Graduate School of Librarianship and Information Management, he responded by saying, "We have only a few books and journals and besides I don't read the Dewey Decimal System!" Is that attitude common? My guess it is, although I have no research data to support my guess. Certainly, I have found in the past 12 months a resistance, or unwillingness to, accept the idea that a library school can or should teach courses in the new technologies; even at the level of operations, applications and use. When we first started to market our certificate programs (CIM Program) in Information and Records Management, Information Resource Management, and Communication Technology, one place we went was a business data-processing show. It was a show with more than 200 exhibitors and several thousand Denver area business people attended the 3 day program and we thought it would be an excellent opportunity to let the business community know about our new programs. Many of the people we approached were very open in expressing their doubts about a library school being able to teach useful courses outside of librarianship. Statements such as "What do librarians know about text processing?"; "You got to be kidding - a library school is offering this."; "We don't have any librarians in our company."; were all too common. It was apparent many others we talked with were too polite to say what they thought. What was clear was that as soon as the term "librarianship" registered with the listener an image was present and that image did not include the new information technologies. The problem was sufficiently great that we designed a new letterhead, for use in promoting the certificate program, that de-emphasized the word librarianship and emphasized information management in the School's name. We also requested the staff to answer the telephone by saying "Hello, GSLIM" rather than the greeting they had been using which was "Hello, Librarianship". Even some of our own staff members still use the old form which makes harder to convince the public that we have added a new dimension to our program.

I have been working with the education committee of the Colorado Telecommunication Association for the past seven months in an effort to develop our Communication Technology program in a manner that will be most appropriate for that group. Members of the committee think we have a program that is "on target" and they know we are willing to work with them in developing new courses that would be particularly attractive to their member and/or their members employees. So far we have made almost no progress in getting the people to consider taking courses from us. The main reason, the committee members tell me, is because it is a "library school" that offers the course work.

On another level, we have opened up CIM courses to our MLS students. Several of the course evaluations from the micrographics and office automation courses (both are CIM courses) contained the criticism that the course was not really oriented to the library. On the other hand we have had some CIM courses taught by individuals who have graduated from library schools and worked in libraries before taking up teaching. An occasional criticism of these CIM courses by non-MLS students is there is too much emphasis on libraries. Again we are back to defining what is our business, even at the individual course level.

I would be less than honest if I claimed all or even a majority of the present GSLIM faculty are excited and highly supportive of the CIM programs. There is a real concern we will damage or dilute the librarianship program by expanding our horizons to include information management. There is also a clear, if unstated, fear that somehow will be made less important or made a "second class" program as a result of the new programs. To some extent I believe this latter fear is a reflection of the fact we know the image of librarianship is not what we would like it to be. Certainly there is some glamour and excitement about a field that has the capability of flashing information around the world or has the potential for holding a global video conference (moving information rather than people). The glamour and excitement will attract a large number of people, some of whom might have attracted to librarianship in the past. It is very likely, I believe a certainty, that by the mid 1990s the number of people in the broad field of information management will far exceed the total number of librarians. Our projections for the GSLIM programs were based on this assumption and undoubtly contributed to the concerns of our faculty members who are interested in librarianship as we have known it in the past. Our overall plan called for four degree programs ( a bachelor of science in information and records management, and three masters degrees in librarianship, information resource management and communication technology). By 1995 we project a total enrollment of 725 students in the four programs, with only 75 students in librarianship. As far as faculty are concerned we projected an increase from 14 to 47 fulltime (FTE) positions (including 6 administrators) and the staff increasing to 21 from the current total of 6. In terms of enrollment we think there will be a decline in interest in librarianship so there will be a drop of about 50 students per year based on our average over the last 5 years. Administratively we plan on having 4 departments, one for each degree program. The librarianship department would have 10 faculty members in 1995 (a drop of 4 FTE) if our enrollment projections hold true. Since our staffing projections were based on work loads and the need to provide adequate coverage of a field no matter how many students were enrolled, we would adjust the staffing in librarianship in terms of actual enrollment.

The above are part of the reason I have spent sometime thinking about the question, what is our business and what is the relationship of librarianship to the emerging field of information

management. I believe the umbrella concept of information management with a variety of separate but equal sub-fields is a reasonable framework for working on reducing concerns about relative importance as well as providing a philosophy and logical base upon which to build a curriculum. If one can see a parallel between Information Management, Business, Engineering, and Medicine, in the sense of all of them having a core curriculum with later specialization then the concern about the future may be somewhat reduced.

Another issue is concern about having to teach in new areas outside librarianship. Unless the existing faculty really wants to learn about a new area, attempting to force a person to develop this interest will have terrible results for all concerned. The new teaching areas will require hiring new faculty members with new fields of expertise. Without such changes and/or additions the chances of successfully entering the field of education for Information Management are very slight. In our case all but two of 14 CIM courses are taught by new part time faculty members and the money to pay their salaries comes from additional funding that we were given to start the certificate program. We received a separate CIM budget for this coming academic year. Thus we have not used any funds that were appropriated for the master's degree program in librarianship for the CIM program. In fact we have been able to purchase several mini computers for the CIM program that are also being used in the master's program. We would not have been able to justify such purchases just for the MLS. In essence we have enhanced the librarianship program as a result of our new program.

A final point should be made for those of you in schools that are part of a university or college. We must work closely with the departments that have degree programs in the areas of technology design and product development. In most academic institutions those departments would be computer science and engineering. Because we are also interested in the management aspect of information schools on business and management must be consulted. It is critical that the differences in orientation and course content be clearly worked out and understood by all concerned. To a large extent what I consider to be our slow progress in getting all the programs into operation is a function of the need to clarify who does what and how it is done among the various units on our campus. I am confident these questions will be resolved and we will move ahead with our plans.

In conclusion, I will restate my personal view which is if we define ourselves as educating people for careers in information management we have a central role to play in teaching the new communication technologies. Such an approach will require undertaking some difficult, time-consuming and expensive activities, but they will be worth the effort.

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# The Codified System of Post-school training of Librarians in the Slovak Socialist Republic

by

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The Codified System of Post-school training of Librarians in the Slovak Socialist Republic

Abstract

In this contribution the /after/ post-school system of permanent and cyclically recurring education is described which is compulsory for all library workers in the Slovak Socialist Republic as it was amended by the direction of the Ministry of Culture of the Slovak Socialist Republic from 1977 in the sense of the valid library act. The starting point for this amendment was the fact, that the contemporary dynamic development of science, penetrating of technology to every sphere of life /the libraries are no exception/ called for the preparation of library workers to follow this development. The school system of training can't respond immediately to the rise of new knowledge and therefore there was necessary to create the system, which would guarantee a quick and regular acquaintance with the latest development of library science and practical demands.

The Introduction:

In the present great attention is paid to the aims, content and forms of post-school education. Continuous development of science and technology taxes a man heavily and forces him to educate himself permanently. The education must be realized in two directions: mutually balanced in technical but also in humanitarian one. The post-school system of education



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interferes in this system however in close connection with the school system. Coming out of the library act the direction amending permanent and cyclically recurring education of all library workersin the Slovak Socialist Republic was issued in 1977. According to this direction the Matica slovenské, as the central library of the Unified System of libraries in the Slovak Socialist Republic was given a task to form a centre for post-school education of librarians.

Librarianship and scientific information keep developing and some specializations which are distinguisted by specific methods and forms of work have been profiled in library practice in the course of years. And not only these specializations but also particular types of libraries use specific methods of work. This peculiarity of particular specializationsand particular types of libraries demand special training of workers. As the school system can't respect the mentioned peculiarities to full extent there must be a system of post-school education accepted in the training.

Aims:

The mentioned direction appoints following aims in connetion with school education /differently secondary school and university one/:-to extend and deepen logical and professional readiness of the secondary school leavers and university gradustes after entering a profession or after beco-

ming a librarian;- to train workers for successful mastering a specific library specialization /for example: chief librarian methodical worker, bibliographer, cataloguer, worker of the Service Department, one of the junior department, one for the work with the handicapped reader, etc./; - to secure timely versatile training of personnel reserves for exercising leading functions in libraries.

The organization of post-school system of education.

At the same time with the publishing of the direction on compulsory permanent education the Centre for Further Training was established at the Matica slovenská as the Central Library of the Unified System of Libraries in the Slovak Socialist Republic. This Centre is responsible for the whole system of post-school training of librarians. The system also includes:

1/ The centres of e ucation at particular central libraries in the Slovak Socialist Republic /e.g. at the Slovak Technical Library, at the Central Medical Library, at the Slovak Pedagogic Library, at the Central Library of the Slovak Academy of Sciences/. This subsystem is called a network system, because it concerns all the network systems of the Unified System of Libraries in the SSR.

2/ The centres of education at county libraries. This subsystem is called a regional one, because it concerns



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public library workers in counties and districts, towns and villages.

3/ Sections for the education of voluntary workers from public library network. This subsystem is realized by competent methodical centres in districts - district libraries. These three subsystems together with the subsystem of education of leading workers from all library networks, realized directly by the Centre for Further Training form the whole system mutually coordinated but at the same time also specific with specific forms and methods of work. Which are the basic tasks of the Centre for Further Training at the Central Library of the SSR - the Matica slovenská?

This centre:

- secures the education of leading workers from all the networks
- works out draft materials /prognoses, middle-termed plans, projects/
- methodically directs and coordinates educational undertakings organized in the other three subsystems
- works up and secures elaborating of projects, syllabuses teaching plans, instruction aids / scripts/ for the whole system
- it is a publishing centre of the whole system and it utlishes all the necessary aids



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- forms the lecturers'groups for particular specializations and types of education
- builds up the cabinet of didactic aids and coordinates their efficient utilizing in the teaching process

According to the organization there were formed three types of education:

1/ universal, realized in all the four subsystems and concerning all categories of library workers.
We mean short - termed undertakings aimed at the acquaitance with the most actual tasks of libraries, as e. g. elaborating of conceptional and prognostic materials, organizing of undertakings on the occasion of significant state and cultural anniversaries, etc.

2/ specialized, the aim of which is to deepen the knowledge of certain library specialization /acquisition, stock processing, bibliography, library services, the work with children and youth, automatization and mechanization/.
They are organized in all the systems for professional librarians, who are permanently entrusted to exercise a certain professional specialized activity or function.

3/ qualifying- intendent for those, who
- have finished some education related to librarianship /secondary school or university education/. At their case we can speak about requalification.

The Centre for Further Fraining of the Matica slovenská

worked out the direction to methodical instructions, in which principles for the realization of the direction are summarized. According to these methodical instructions there are used several forms for particular types of educational courses:

- boarding courses /the most common form, it lasts from 1 to 2 weeks, in the scope of 70-105 hours, once every 5 years/.
- short - termed boarding concentrations an occasional form, it lasts from 2-3 days of boarding concentration according to the need, once or twice every 5 years. The librarians can get acquainted with some noveltis, e. g.: standards, legislative documents, directions, etc./.
- organized individual or group practice in a chosen library /its duration depends on the content, usually it lasts 1-3 days/.

It is used for introducing new workers into their new functions and it is used only for a temporary period. It is followed by education in some boarding form.

- Practice in chosen libraries /this form is mostly used between two periods of the cyclical training on and it is aimed at deepening and fixing the knowledge in practice.

Coming out of these aims, the content of the specialized and qualifying education consists of three basic parts. They are:

- common base, cca 1/4 of the whole time of the respective

undertating. It contains lectures and exercises of the marxist theory of culture, actual problems of cultural policy, problems of organization and administration of culture, etc.

- professional part, taking 2/3 of the whole lecture and exercise time. These lectures and exercises concern general questions of library science, librarianship, bibliography and also professional problems of a respective specialization, forming a predominant part.
- excursions and short-termed practice in a chosen library, always based on specialization.

The programme of a respective specialization comes out of the knowledge of the content and character of its work, differentially for research /university/ libraries and for public libraries /county and district libraries/. The care of the basic conceptional questions of the development of each specialization falls on the Central Library of the SSR - the Matica slovenská, which has created its own staff almost to each significant sphere of library activity /the work with non-fiction, belles-lettres, work with children's readers, bibliography, acquisition, stock processing, methodical work/. The Centre for Further Training of the Matica slovenská utilizing intellectual faculties of these working commissions and their special help prepares the content of the professional part as well as practical exercises, excursions.

The commission also proposes subjects for the final written works. Generally it could be said, that for forming of the programme we use new facts reached in theory, conclusions of the research tasks solving /especially those parts, which propose new procedures. We use new legislative materials /directions, arrangements, standards, e. g. Middle edition of tables of UDC/

Forming of the programme is finally a subject of discussion of the Pedagogic council of the Matica slovenská, the members of which are theorists, practitioners, university teachers. By this fact the confrontation with teaching plans in the school system of professional training is guaranteed.

The demands put on a lecturer become higher especially in the present when every man has an opportunity daily to meet the situation when he becomes an object of the mass media of communication influence or he is himself a pedagogue /in his own family and as a librarian at work/.

The specific feature of our work /with the exception of others/ consists also of the fact, that regarding several specializations it concerns the heterogenous rear of participants. In practice it means forming of lecturers' groups for various activities. The demand for a number of lecturers increases gradually. The lecturers' staff consists of foremost university teachers, research workers, managing workers of central bodies and significant libraries as well as skilled librarians.

Since the very beginning we try to acquaint the partici-

pants, offensively to impress with our idea of aims pursued in particular undertakings, supporting strategic aims of the whole further training system. For this purpose we have plans and syllabuses worked out accessible to the participants before the proper undertaking.

Also the analysis of their procedures based on both autho-analysis and results of anonymous investigation, we realize after the end of every cycle, helps the lecturers in their work. The suitably formed questions, enable constructive answers which inspite of malicious answers bring us some benefit.

The undertakings aimed at verifying or obtaining of the capability to exercise the lecturer'sactivity serve for increasing of ideological level and pedagogic mastery. The part of these undertakings is a cycle of lectures and seminars from various branches as: psychology, general and special pedagogy, special didactics and modernization of teaching process with the usage of didactic technique.

The co-operation between the Centre for Further Training of the Matica slovenská and the leading workers of the libraries prospers and its aims are based on the pedagogic principle of the individual access to each of participants of the post-school system of education in every specialization at setting the subject and working out the project of the final written work.

We want to aim the subject of the work would solve quite

concrete theoretical or practical problem of the proper library. The basic aims of the final work are determined centrally before and they are transforme by the chief librarians into the reel conditions. The chief librarian himself /he must co-operate with every professional liharian/ is activated by this process. At the same time the worker is also activated and they both are forced to think of their own work and to keep improving it. The leading workers of the libraries are also the members of advisory bodies of the Centre for Further Training /advisors, opponents and members of the comissions at the defending of the final works and at examinations. They are both orderers and users of the solved results.

The Centre for Further Training of librarians as the publishing centre of the whole educational system in the SSR is to prepare and publish all instruction aids for every educational undertaking. At their planning we come out of the fact that the problems are not mostly monographically worked up to be able to correspond with pedagogical aims of particular specialized educational undertakings /for example: the work with children's literature concerns the activities connected with the theory and the history of literature, with the subjects as: library services, developmental psychology, individual access to the reader and the same it is in the case of the other specializations/. The care and the usage of first-rate final written works, which in practice are often used /after having been worked over/ as partial instruction

texts for some of the educational subsystems, belong to the publishing activity. As it was told at the beginning the post-school system is codified, i. e. compulsory for all, it must be added at the same time that all the theoretical training, practices, excursions are realized within working hours and all the costs /fares, accommodation, board/ are charge by the Centre for Further Training of the Matica slovenská. The whole system is free of charge and it is a part of the state care of further professional growth of the working people.

The conslusion

The conditions for the systematic and permanent cyclically recurring education of librarians /starting with leading workers and ending with voluntary workers at the country were formed by the establishing of the Centre for Further Training at the Matica slovenská-the basic body for post-school system of library education in the SSR. The significance of this centre consists mainly in providing of the uniform elaborating of educational projects, teaching plans, programmes, instruction aids, respecting all specific features of the individual subsystems and specializations. Although not all sub-systems work without any problems we can say that the post-school system of education contributes to improving of library work in the period called the technization of the world.



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Division: Education and Research

Section: Library Schools and Other Training Aspects

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# Comparative Trends in Library and Information Science Curricula in the USA, Canada and the Federal Republic of Germany -- A Study originating from the IFLA Project "Equivalency and Reciprocity" --

by

Diann D. Rusch

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## Comparative Trends in Library and Information Science Curricula in the USA, Canada and the Federal Republic of Germany

Since the late Seventies had seen attempts for major revisions in the West German librarian education curriculum and training programs, a comparative project based on an evaluation of the ALA-accredited schools in North America and corresponding librarian and documentalist training institutes in the Federal Republic of Germany was developed which would provide substantial comparative information to be used in formulating recommendations for program revision and innovation. The project was initiated by Josephine Riss Fang from Simmons College, Boston, and Paul Kaegbein of the University of Cologne with the support of the German Research Society (DFG). The investigation proceeded with a questionnaire sent to all U.S. and Canadian ALA-accredited schools and an evaluation of the same criteria for the West German librarian training institutes based on the published statements, guidelines for study and examination/degree regulations from each training institute. In addition, catalogs, bulletins, and other materials provided by the American and Canadian schools were analysed with special emphasis on the curricula offerings and specialization programs.

An overview of the preliminary questionnaire results (1979) helped in setting the objectives for more intensive focus on the areas of degree requirements, program specialization, integration of new technology, the relationship between librarian and information science/documentation professional education and training, the inclusion of practical experience in the training programs, and the response of the various schools to the job market and the libraries' needs for incoming librarians/information professionals. Since in all three countries, the professions of librarian, archivist, documentalist and information scientist/manager/broker are fundamentally related and often intertwined -- both in respect of their training as well as in terms of the materials they handle -- the degree programs for these professional programs have been considered as closely and comprehensively as possible.

This includes, however, only the ALA-accredited Master's degree programs for the professional librarian level, as op-

posed to undergraduate or paraprofessional programs (Asheim, pp. 154, 185). Sixth-year and Advanced Specialist programs (CAS), as well as doctoral programs in library and information science were included in the general analysis, although courses designated only for these levels -- NOT for the Master's level students--were excluded from the curriculum analysis. The tradition of professional librarian training at the Master's degree level after completion of the university bachelor's degree (Dowell, Murray) represents a different level of educational background training than the greater majority of West German programs for certified librarians.

Most library positions in the Federal Republic of Germany are civil service positions and are regulated by the laws for the individual job levels (Kaegbein and Rusch, p. 160). Thus, three different levels of librarians exist:

Library Assistant - "Bibliotheksassistent" ("mittleren Dienst")

Certified Librarian -"Diplom-Bibliothekar für den gehobenen Dienst"

Senior Subject Specialist - "Bibliotheksassessor" ("höheren Dienst")

Although the programs for the library assistants are considered "professional" training programs, this level of librarian service can be best compared with paraprofessionals in the English-speaking countries and have therefore been excluded from this comparison. Training for the "gehobenen Dienst" -- the first level for certification as "Certified Librarian/Documentalist/Archivist" -- is at the tertiary level (technical college or autonomous state librarian training institute) and lasts three years (Fang and Nauta). This training is focused solely on librarianship, documentation and/or archival topics and consists by law of at least 1200 inclass hours of course work and approximately 12 (8-17) months of practical work in various libraries, documentation centers and/or archives before certification. All students must submit a thesis and complete final examinations with state and school examiners.

The senior level for professional librarian training ("Höherer Dienst") requires a completed university degree in 2-3 subject areas -- either a Master's degree, state certification (for teachers, etc.), college level diploma in the natural sciences, or Ph.D. -- prior to application. Upon accep-

tance into this highly selective program which is administered by only 3 of the 11 librarian training schools in conjunction with state and federal regulations, the students have a full year of internship training followed by a year of theoretical studies and practice courses. The "Assessorthesis" -- a paper of ca. 80-130 pages focusing on as aspect of librarianship most often connected with the candidate's academic study area -- and comprehensive final exams are averaged together with the evaluation of the internship period for the final professional status. Graduates of this program are then eligible to seek employment as subject specialists and managerial personnel in either academic and research libraries or public libraries, etc. These training schemes are basically parallel for the professions of documentalist and archivist at these civil service levels. (Fig.1)

In addition to these differences in the basic background education and professional job level structures, there are also basic background ideological differences concerning training for the librarian and other information professions. For instance, in the U.S. there is a higher number of parttime students in library schools as opposed to virtually no parttime students in the West German librarian training institutes. At American and Canadian schools, a great percentage of students have already had work experience in libraries or work simultaneously while pursuing a graduate degree in librarianship. Such students often need different courses than those for the beginning student with absolutely no library experience -- and they often prefer courses offered at convenient times if they are working full-time simultaneously.

This type of situation is virtually unknown in West Germany. Acceptance at most librarian training institutes is based on a set numerus clausus which is in part based on actual jobs available -- although a current upsurge in unemployment in this field can be observed. The state schools require no tuition -- as is also the case in West German universities. In at least 2/3 of the cases, candidates accepted into these training programs receive financial support which is a certain percentage of the later salary as a professional in the field.

In comparison to this, in the U.S. and Canada where varied and rising tuition makes the student both very selective and demanding, graduate schools and departments of library and

information science must make their programs as attractive and professionally sound in their training as possible. This has led to the development of innovations in curricula development and unique specializations which also correspond to the ALA "Library Education and Manpower" policy goals (Asheim, p. 187). Seen from the West German point of view, such "experimentalism" is welcomed to a certain degree but seen as less realisable because of the fairly rigid state regulations for the length and content of the curricula areas in the training programs.

Here, the influence of the professional organizations on the training programs within the three countries can be compared. In the U.S. and Canada, the ALA has long established its system of accreditation (Asheim, pp. 152-156, Conant, pp. 174-177, 196) and has periodically revised its procedures and criteria to correspond to the needs of the profession.

In West Germany, however, the professional societies are split into professional groups according to civil service level and/or type of library in which one is employed. Despite committees on education and training which exist in basically all the professional groups and the Conference of Librarian Training Institutes (Konferenz der bibliothekarischen Ausbildungsstätten KBA), these committees are usually composed of only library school directors and deputy directors. Their resolutions and concerns can only be regarded as recommendations and appeals, since the final decisions for curricula and programs of study are determined by the individual states either in their ministries of culture and education or in their ministries of science and education -- depending upon the basic structure of the individual state government and the assisgnment of libraries and library concerns to one of these ministers. Nationwide reciprocity of degree conferral and certification is established through the Standing Committee of Cultural Ministers (Kultusministerkonferenz-KMK) which has set the basic requirements for the civil service levels and the equivalence of the various training programs for public librarians, academic and research librarians, archivists, and documentalists at the different levels.

## The Library Schools' Response to the Professional Market and New Technology

### 1. Name Changes

With the advent of new technology and integration of information science skills and degree programs in the librarian training programs, over half (55%) of the U.S. and Canadian schools have chosen or changed their names to reflect the broadening scope of their programs of study. Of the 69 ALA-accredited schools, one school is devoted entirely to "information studies"; 37 schools (53%) have incorporated the word "information" into their names, 28 (40%) have retained a title using only "library studies," "library science," "library service" or "librarianship"; 2 other schools combine library science with educational/instructional technology; one uses the French term "biblioéconomie." The degree to which information studies are included in the school's actual curriculum content and programs will be treated separately.

At the beginning of 1979 when the first questionnaires for this study were collected, only a total of 22 schools of 68 used the word "information" in their institutional names. At that time, considerable question was still being raised as to the meaning and breadth of the term "information science." On at least 9 of the questionnaires returned by the graduate schools, the ambiguity of the term "information science" and its parameters were commented upon. Yet, in conjunction with the growth of new programs and curricula offerings in "information science," this ambuguity has become more focused and precisely defined.

### 2. Joint Degree Programs of Specialization

Of the 11 librarian training institutions in West Germany, four offer various degree programs in "documentation" which is reflected in three of the four schools' names. Of the 20 West German schools in the information-related professions, only 3 carry a departmental title with "information" and these are all relatively new programs (ca. 1978-1982; Anders (1979), Bock). The profession "Informatiker" or "Informationswissenschaftler" in West Germany has closer leanings to computer science coupled with information handling and is generally only offered in a

university (i.e., academic, not professional/technical college) program. The profession "Dokumentar" began within private industry and this professional has only recently been integrated into the civil service levels (Anders (1979), pp. 190-193). The documentalist training includes more subject analysis, classification, indexing and abstracting, and use of database services than the general librarian training in West Germany. There is no equivalent split in these two professions in the U.S. and Canada, except at such schools as Long Island (Palmer) and Pittsburgh which have completely separate curricula and Master's degree programs for librarianship and information science. A further exception is the École de biblioéconomie (Montréal) which has a parallel curriculum structure to that prevalent in France and thus a shift towards the training of documentalists as a separate profession.

Parallel to the various U.S. and Canadian schools which offer 2 different Master's degree programs on the basis of an "interdisciplinary" curriculum, three West German schools offer combined or complementary training for librarians and documentalists at the "gehobenen Dienst" level -- which up to the last 5 years have been distinctly separated from one another. The attempt to eliminate certain prejudices and further increase cooperation between these professions can be realised in such a program (Bock). Within the combined or complementary curriculum, librarian and documentation candidates have the opportunity to have at least three months' practical experience in an institution of the other field. Certain courses in cataloging, classification, sociology of the use of information, etc., are parallel for both professions. In some cases, this means a 25-52% overlap in the course content for students of these professions, although this proportion differs between the overlap between documentalist/librarian programs, between programs for public librarians/academic and research librarians, and between librarians and documentalists trained for work in administrative libraries/institutions (up to 80%, Buck, pp. 461-462).

Specialization in West German schools is based primarily on the level and track of the training program for which the candidate is accepted. At the "gehobenen Dienst" level, the candidate must chose to apply for the program in public librarianship, the program in academic and research librarianship, the documentalist program(general) or the medical documentalist

program(which is offered at 1 library department and two universities). One private school for documentalists also offers certification in media documentation. Two school offer programs for certified archivists. At the "höheren Dienst" level, since subject specialization is a prerequisite in the previous university degree, only the professional area (librarian, documentalist, archivist) can be chosen by applying to the appropriate school. Currently, only 3 schools offer this level program in librarianship in West Germany and only 1 school each offer "höheren Dienst" level programs in documentation and archival studies. The specialization for "music librarian" is a supplementary program of 1 year for graduates of the "gehobenen Dienst" program in librarianship. Only one of the 11 West German library schools offers this program.

Specialization for school librarianship is not offered as a separate program in West German library schools, but since 1974 attempts have been made to include courses in children's librarianship and school libraries in the curriculum of the public librarianship program. Only recently, this has been expanded in several of the 5 schools offering programs in public librarianship to constitute one of the 2 areas of subject emphasis which these students may chose (Papendieck). The reason for this lies in the actual lack of professionally-staffed school libraries. Traditionally, schools had only very small collections which were rarely integrated into classroom activity and were not, as is the case in North America, centers for leisure reading and study. Today, many school libraries are supplied both with library materials and professional staff by the school coordinating section of the city public library. Larger school libraries with their own staff often serve jointly as branches of the public library and increased attempts to work closely with the teachers in supplementing classroom activities, as well as programs to introduce pupils to library use, have been started in some locations.

Compared to this, the possibilities at most North American library schools for specialization are many, varied and often uniquely innovative (Lemke). At least 32 schools offer state certification as school librarian/school media specialist/media technologist. At least 4 additional schools offer programs for "instructional technologists" or "media center supervisors."

At least 21 schools offer specialization in "public librarianship" and additional programs for specialization in adult services, user/reader services, specialization in work with children and yount adults, with exceptional children, with special clientele, minority groups, community information services, etc., are available at various schools. One school offers a "gerontology" specialization, at least 5 offer specialization in services to the handicapped, and one school offers a training center for handicapped librarians.

In the subject areas, at least 8 ALA-accredited schools offer a Master's degree in librarianship with a specialization in music; a double Master's degree in music and librarianship is offered at 4 schools. Specialization for medical/health sciences librarianship is offered by at least 20 schools -- one additional program exists for drug librarianship. An MLS with a law librarianship concentration is offered by 10 schools; double Master's degrees or combination MLS/JD degrees have been established at 11 North American ALA-accredited schools.

Specialization in archives management and/or administration is available in the Master's program for librarianship at 15 schools; 12 schools offer additional joint Masters' degrees with a second Master's degree in either history (for archives) or archives and manuscript administration. Seven additional schools offer specialization in rare books and special collections librarianship, 3 in map librarianship and one school (Columbia) offers two different 2-year programs for "conservators." In total, 64 different areas of specialization within the Master's program for librarianship are offered at 67 ALA-accredited schools. In addition to this, 42 double or joint Masters' or combination Master's/Ph.D. programs are offered at these schools although 30 of these programs are unique and offered at only one school.

Because of the demonstrated need for preparing graduates with adequate professional qualifications for the current job market, the desire and necessity for specialization in addition to the basic library competencies has effected various changes in the length of the Master's programs and in the required course structure in North American schools. Three ALA-accredited schools have extended their Master's programs to a full 2-year program (Dowell, Holley, Murray, Subramanyam, Darling and Belanger);

others have 18-month or 5-6 quarter programs -- a definite trend away from the one-year Master's degree programs which have been criticized as being too short for specialization and for inclusion of a period of practical experience (Conant, pp. 34-35,169).

3. Practical Experience

Currently at least 8 U.S. and Canadian library schools require at least 3 semester hours credit (ca. 120 hours) of unpaid practical experience within their degree programs. At least 47 (66%) of the ALA-accredited schools offer 1-16 semester credit hours of internship or practicum. Most schools offering specialization in school media specialists/school librarians require a practicum or practical experience for certification.

In contrast to this, all professional librarian, documentalist and archivist training programs in West Germany require 4-18 months of supervised practicum in one or more of these institutions -- generally 4 months for librarians seeking certification in public libraries, 12 (9-18) for librarians in academic and research libraries, 12 for certified documentalists and certified medical documentalists, 12 for certified archivists, and 12 months for all professions at the "höheren Dienst" level. Practical work experience prior to the training program or concurrent work-study/parttime employment is virtually unknown in West Germany because of the legal professional status for employment and other regulations concerning limitations on student employment during study. Furthermore, these training programs are so full -- generally 27-30 required inclass hours per week -- that parttime work is not possible. Since the length of the training program is regulated by law, the training programs must be completed in the alloted 3 (for "höheren Dienst" 2) years' time.

In the case of programs for public librarianship in West Germany, the emphasis on practical experience has decreased over the past years. Prior to the mid-70's, librarian students preparing for public librarianship received only on-the-job training. With the establishment of the technical college level ("Fachhochschule") of training for civil service librarians at this level ("gehobenen Dienst"), emphasis in the training programs for public librarians shifted to predominately theoretical study including requirements for subject area study and a reduced practicum of 3-4.5 months. Currently, however, there is a tendency

to lengthen this period of practical experience in the future, but as yet no new regulations have been established (Bieber).

4. Inschool "Hands-on" Experience and Labs

In addition to the practicum and internship experience, more emphasis in the curricula revisions and new training programs is placed on "hands-on" lab experience to heighten the professional competencies of the graduates. At least 3 U.S. ALA-accredited schools require non-credit, prerequisite computer courses and 2 require non-credit courses for using AV equipment. Others have included basic experience in these areas in foundations or core courses or in required courses. At least 3 ALA-accredited schools include lab courses for online cataloging in their required courses; 25 schools offer online bibliographic retrieval in their programs -- most including labs in searching. At least 5 schools require courses in library automation/mechanization, 7 require introduction courses to the computer and computer programming, 3 require online research/searching. Unfortunately, the schools with cataloging and computer labs, especially those with online training which are integrated into regular courses on cataloging and bibliography/reference and not denoted solely as lab courses in the school catalogs could not be determined in this study. This is, of course, one of the limitations in using catalogs and bulletins to determine curricula offerings and trends.

In West Germany, the desirability of such hands-on experience has also been recognized, although general professional resistence, as well as limited finances for new apparatus have sorely inhibited installation of sufficient technical apparatus necessary for online training and training for use of AV equipment in most of the librarian training institutions. A notable exception to this is the new librarian and documentalist training program(pilot project) at the Department of Librarianship, Information and Documentation of the Polytechnic of Hanover (Bock). At this school, 6 laboratories have been set up based on the division of special job-oriented activities of librarians, documentalists and medical documentalists for which practical experience is ultimately necessary: a computer laboratory, a teaching and training library, a documentation training center, an online training center, a printing, reprographics and microform

technology laboratory, and a bookbinding and book preservation workshop (Bock et al.). Whereas specific tasks are practiced in the other labs, the teaching-training library serves both as the student/faculty library as well as a model library and practice library since all library operations are carried out by the students under professional supervision (Franzkowiak). In addition to these labs, a laboratory in the basics of biomedical background studies (anatomy, biology, et.) is also provided for the training program for medical documentalists since these students have had no previous medical/biological studies -- in contrast to those in the health sciences/biomedical librarianship programs in the U.S. and Canada who generally possess a previous academic degree (B.S.,M.S.,M.A) in the health sciences (Gaus, Hellmann et al., Kostrewski, Rusch-Report).

5. Core Curriculum and Required Courses

In contrast to the late 60's and early 70's, the relatively free selection of courses and move away from a set of "core" of required courses has now reverted back to the establishment of core and required courses in many U.S. and Canadian schools. This reversal can be interpreted as the attempt of these schools to maintain a certain professional standard both for their graduates' professional qualifications and thereby, reflected by the abilities and professional preparation of its graduates, for the school itself. Currently, only 1 ALA-accredited school has no required courses at all; 38 schools have 2-6 required courses (5 of these have a core and additional required courses); 32 schools have core courses; for 3 schools there was no information. Here, an indepth study of the core offerings and required courses at ALA-accredited schools over the last 20 years would reveal remarkable shifts of emphasis in librarian training and more specifically even in regional areas.

An example of one area of marked change is the increase of required management courses for the Master's degree in librarianship. Based on information gathered from current curriculum offerings (1981-1983) from 67 of the 69 ALA-accredited schools:

25 schools offer at least one course in library administration, 10 of them require it.
30 schools offer at least one course in library management, 15 of them require at least 1 course in library management.
3 schools combine these areas -- 1 requires this course.
9 schools offer a course in library & information center management/administration - 8 of them require it.

19 of these schools offer at least two courses in these areas, 4 of them require both courses (administration & management)
9 schools offer no specific course in library administration or management, though in at least 3 cases, this area may be combined with other courses (personnel administration, library systems planning).

This increase in management courses, as well as in specialization programs in library management and double Master's programs with the MBA/MPA (offered at 10 schools), show a definite response to the need for librarians as good managers and also to the recommendations of the Conant Report(Conant, pp. 180-181).

In West German library schoools, the need for management courses for librarians has not been as overwhelming due to the civil service structure and corresponding job levels. Generally, only those civil servants in the "höheren Dienst" are eligible for managerial positions, although in smaller academic and research libraries and in larger public libraries more flexibility for the "gehobenen Dienst" is possible (Bieber). Candidates for the "höheren Dienst" have 2 semester courses in library administration and library operations plus experience within the internship usually being assigned for a certain time period to the business office and/or to the director of the internship library. Candidates in the "gehobenen Dienst" training have a total of 4-6 semester/week hours during their two theoretical years of study in the areas of library operations, financial management, library administration of their particular type of library and community/institutional administration.

6. Information Science and New Technology Courses

On the 1979 questionnaire, a total of 52 ALA-accredited schools of the 58 returning the questionnaires indicated they offered at least 1 course in information science in their school. Two schools had no course and 4 additional schools integrated this content matter into other courses. Of the 33 schools anticipating curricula revisions at that time, 15 indicated these changes would be the addition of information science courses.

In the curriculum analysis based on 1981-1983 catalogs, only one school had no course in information science. Many schools offered 4 or more courses in information science, data-processing, etc.; Pittsburgh and Syracuse offered 34 and 35 courses, respectively (See Figure 2). Although it was especially

difficult to group courses with similar content in this area for purposes of analysis because of the limitations of using course descriptions in the various catalogs, nevertheless it could be determined that approximately 101 different courses dealing with various aspects of information science, information transfer, data processing, library automation, systems,etc., were offered at one or more of these 66 schools. The most frequently occurring courses included the following:

| General Title | Schools Offering | Requiring |
|---|---|---|
| Introduction to/Foundations of Information Science | 30 | 9 |
| Information Environment | 5 | 3 |
| Library Automation/Mechanization | 34 | 5 |
| Systems Analysis | 26 | 6 |
| Systems Analysis & Library Automation | 14 | 1 |
| Information Storage & Retrieval | 18 | - |
| Data Processing/Information Processing | 14 | 3 |
| Information Processing Technology | 9 | 2 |
| Library & Information Networks (including Multitype Networks) | 24 | - |
| Information Systems | 11 | 3 |
| Information Management | 10 | 1 |
| Management of Information Technology & Services | 7 | 1 |

At least 10 schools offered courses devoted to computer application in libraries and 8 schools offered courses focusing on microcomputers. Twelve schools offered courses in automated indexing, thesaurus contruction and/or language processing. Highly specialized courses on interactive systesm design, the economics of information, cybernetics and information science, social and behavioral implications of information, and information displays indicate the depth of study available in several schools. At least 15 schools offer an information science specialization, 4 offer specialization in information systems or systems design, 6 in information management or information resources management, and one in each information marketing and information counseling.

Similar trends cannot yet be seen as demonstrably in the West German schools although 10 of the 11 West German librarian training schools offer at least 1 course in computer application, database use and new technology. However, this is only a minimal part of their training. Traditionally this has been the area of the documentalists, but the growing pains of the librarian profession in general, the attempts for integrated training and cooperation with the documentation professions, as well as the economic issues behind the current cutbacks in libraries are

causing second thoughts in many corners(Cronin, Mittler).

Closing Note

The purpose of this report was to highlight some of the results of this project and to indicate some aspects of the problems of establishing reciprocity between two countries. The problems of accreditation of schools versus individual certification could not be touched upon here, but such a comparative project could provide substantial information to contribute to this discussion. It is expected that the full, final report will be available later this year and it is hoped that the findings will be of value to the library and information professions in these three countries, as well as for other countries in reviewing their education and training programs in the information professions.

Figure 1

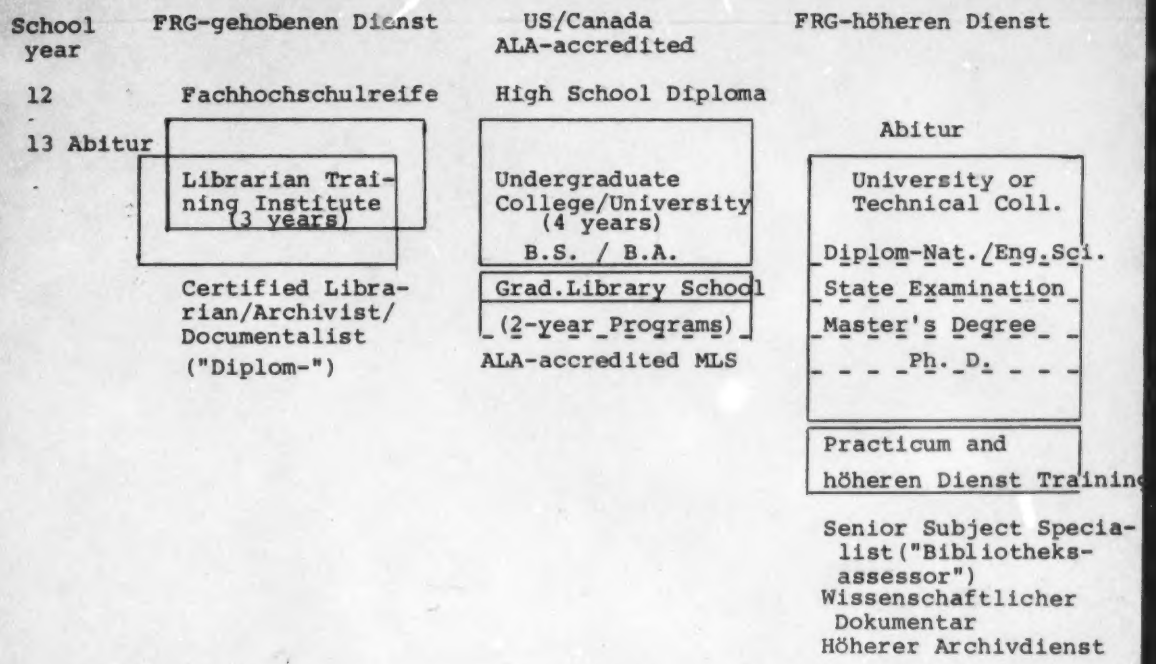
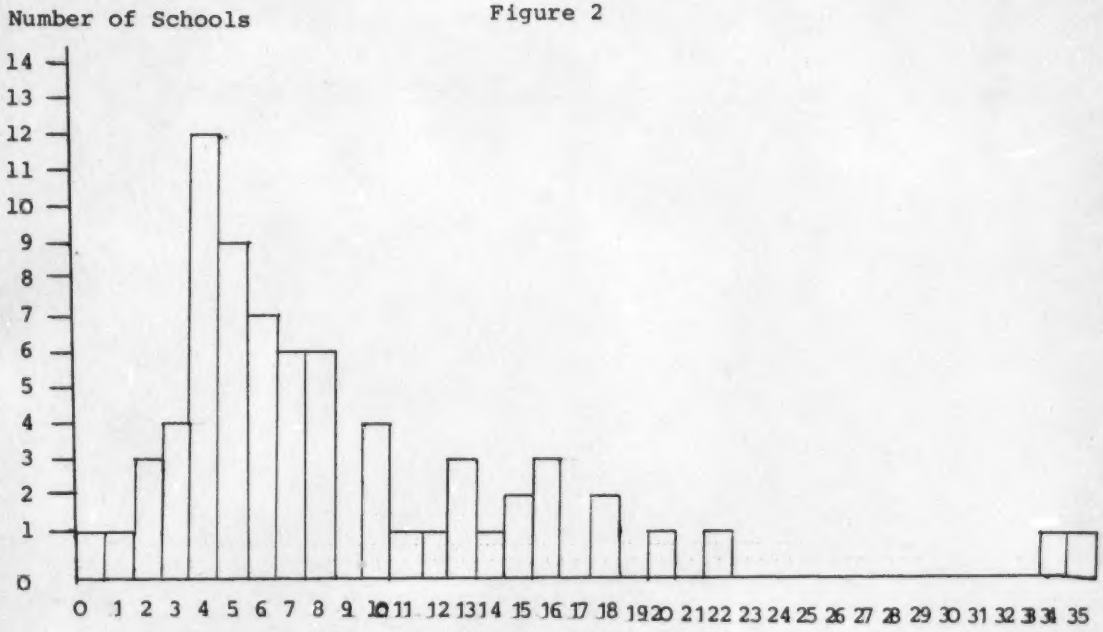



Figure 2



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Division: Education and Research
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133-TRAIN-4-E

Errata

Comparative Trends in Library and Information Science Curricula in the USA, Canada and the Federal Republic of Germany -- A Study originating from the IFLA Project "Equivalency and Reciprocity

We. 24.8.
14°°

by

Diann D. Rusch

| | | | |
|---|---|---|---|
| Page 2 | line 31 | 1200 inclass hours<br>should read: | 2200 inclass hours |
| Page 3 | line 6 | focusing on as aspect<br>should read: | focusing on an aspect |
| Page 5 | line 14 | "biblioéconomie"<br>should read: | "bibliothéconomie" |
| | line 28 | 2. Joint Degree Programs of<br>should read: | 2. Joint Degree Programs and Specialization |

Page 5 last three lines
should read:

The professions "Informatiker" and "Informationswissenschaftler" in West Germany have closer leanings to computer science and information handling and are generally only offered in a

(--to page 6)

| | | | |
|---|---|---|---|
| Page 6 | line 12 | École de biblioéconomie<br>should read: | École de bibliothéconomie |

Meeting No. 184.

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Section: Library Schools and other Training Aspects

91-TRAIN-2-E

# The Training of Librarians for Technological Society.

## Polish Experience and Problems.

by

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Warsaw, Poland

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. . . . . 184 . . . . . .

Remarks:
to be presented orally ☒
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Stefan Kubów

# The Training of Librarians for Technological Society. Polish Experiences and Problems.

There is no doubt now that the principal goal of instruction at schools of all types and levels is not so much to present a certain amount of knowledge but rather to prepare students for permanent, general and professional self-teaching. Science and technology develop so quickly that in very many fields one cannot be effective without constant watching and implementing the latest scientific discoveries. This phenomenon is becoming true about more and more fields of human activity.

Even a cursory analysis of developmental tendencies in librarian-ship, until recently associated with tradition and permanence, permits to observe that even this field is rapidly progressing. Democratization of education and science caused, on the one hand, proliferation of literature, on the other, a growing demand for library services and their higher quality. This in turn necessitates a formation of systems capable of off ring quick and varied sources of information, mainly books, periodicals, as well as retrived information. Library science, to meet this demand, develops intensively, and simultaneously undergoes the same processes as other disciplines; it is both a specjalized field and an interdisciplinary discipline linked with literary criticism, psychology, sociology, pedagogy, theory of science and others.

Contemporary librarian has to improve his professional qualifi cations constantly, and to follow the development of professional knowledge, and at the same time to expand his general knowledge. It is due the latter that he is able to cope both with scientific literature from various fields and fiction. Without this

familiarity he will not be able to fulfil his duties, even if equipped with latest technical equipment.

The above remarks have to be kept in mind while reflecting upon teaching of librarians in modern society. They must be considered while proposing systems of education, content of curricula and planning research in library science.

It is obvious that the habit of permanent self-teaching and perfecting of one's professional qualifications can only be developed on the basis of solid knowledge acquired at school. But seeing that this knowledge is already abundant and quickly increasing, it is necessary to apply at schools more and more effective pedagogical methods and techniques. At the same time it is necessary for these methods to be based on independent solving of problems and search for sources of knowledge. Modern pedagogy has a wide array of such methods at its disposal, and many of them have been widely applied.

Considering the of present professional knowledge and its tendency to narrow specialization, the following question about the manner of teaching has to be asked: should the graduate be given a more universal education entitling him to work in every library, or should he be a specjalist rather prepared to work in school libraries for example?

The first possibility presupposes a longer adaptation period and intensive self-instruction, or formation of specjalized post-graduate academic studies. The other possibility implies an early decision about future work and difficulties in case of changing it.

In Poland, we have taken a comprom.se solution: library science studies are of universal character, and students take specjalized courses during the final two years. Specjalized classes constitute only 4% of the curriculum. It has become obvious during the last few years that this solution is correct and promising. Any system of education and professional perfection of librarians should presuppose institutional forms enabling the graduates the improvement of their qualifications not only through courses but also one-year or two-years long post-graduate studies. They may be for instance, intra-mural or extra-mural, and their curricula may be adjusted to curret needs of librarians or demands of cultural and educational authorities. The studies may be designed for librarians dealing with disabled readers, or library heads. Such studies may also be taken by specjalists from other fields but needed in libraries, e.g. architects, pedagogists, psychologists and others. In Poland, the graduates from various fields, working in libraries, have been educated within this system.

The system of training of librarians should also make it possible to check the knowledge obtained through self-teaching. It is the examinations, the generally recognized means, that correctly perform this function.

Besides the postulates concerning the teaching and professional perfection of librarians, one should also remember about moral principles to be fostered to would-be-librarians. We mean here in the first place the struggle for unlimited distribution of information within the society and among nations, tightening of cooperation among the librarians of the world for the sake of peace,

education and science, and undertakings for sake of preserving peace in international affairs. Polish librarians are greatly satisfied to see that IFLA attributes great importance to these values, to which we should be faithful under all circumstances.

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x

The above proposals and postulates, following from the observations of the present education and reeducation system for librarians, are being formulated now by Polish librarians. The system consists of one-year post-matriculation and two-year schools for librarians, university and pedagogical university studies, post-graduate and doctor's degree studies /being liquidated now/, courses and extramural studies. It seems that the system has many advatages and is no different in principle from equivalent education systems in other countries. Because the essential differences pertain to the content and its quality, a few remarks relevant to this problem will be made below.

Until 1957 we had in Poland secondary library schools, which were intermediate level professional schools. During five years of attendance to such schools students obtained both general and professional knowledge. It appeared soon, however, that the graduates had too little general knowledge and as a result they could only perform strictly technical tasks, which did not require familiarity with literature and ability to work with readers. Therefore, this secondary schools were liquidated and instead two-year cultural and educational studies with subjects for librarians were created, designed for secondary school graduates. The studies aim at expanding general knowledge and teaching professional skills. The graduates are permitted to join the second

year of extra-mural university studies on the condition that they cope with the theory of the book and library, and pass a few additional examinations. They cannot, however, join intramural studies in the same manner; if they decide to, they have to pass the entrance examination and take the entire course.

In Poland university studies are the most frequent from of instruction for librarians. They are conduced in 15 universities and pedagogical univerities. The course lasts four years, but the present third year students will study in the five-year system, which is the result of long and persistent attepts made by librarians and teachers to regain five year studies. We used to have them until 1969. The lengthening does not consist in simply adding new subjects, but rather making it possible for the students to thoroughly master the material. Naturally, certain slight changes in the curriculum have been made as well.

The general outlin- of this programme was sketched by Aleksander Birkenmajer and his co-workers in the early fifties. Its present shape has also been determined by Karol Glombiowski's views form the turn of the fifties and sixties, who sought justification for autonomy of library science as a humanistic university discipline. A further important stimulus for modification of the programme was provided by Program rozwoju bibliotekarstwa w Polsce do 1990 /A Programme for the Development of Librarianship in Poland until 1990/ from the mid seventies. Besides the humanistic profile, the studies acquired then mathematical profile too. After a few years of implementation, the programme has come to be criticized both by students and teachers. The criticism is also caused by

the poor equipment of library schools and the state of Polish librarianship, which do not stimulate to obtaining difficult technical knowledge. It is probably appropriate to ask at this place whether such knowledge is really necessary for librarians at all, even in modern libraries.

Now higher schools have greater freedom in formulation of their curricula. Since 1982, 60% of subjects taught are proposed by the Ministry, the remaining 40% are decided upon by individual schools according to their needs and possibilities. But library schools reacted in an unexpected way; their representatives met in Wrocław, because the local Institute of Library Science is the leading one in Poland, and decided not take advantage of this opportunity! In view of the growing autonomy of higher schools, the pressure exerted by libraries and cultural authorities may not bring about expected results. Besides, the needs and possibilities of individual schools are diversified.

How librarians are to be taught in higher schools is mainly determined by the direction of development of book and library science. In Poland and some other european coutries /West Germany, France, USSR, Czechoslovakia/ the theory has developed into an integral book science, dominating other orientations in our country. Book science has in its scope the entire process of living of the book; from printing through circulation in society /bookshops libraries etc./ to consumption mainly through reading. Library science has become one of the branches of this understood book science. The immediate advantage of this theoretical approach is that is enables to explain numerous phenomena associated with librarianship by means of phenomena related to book printing,

book selling and reading. Due to this, the approach is advantageous however, one has to be aware of the limitations and dangers that it brings about. This view hardly accords with the fact that libraries store and lend not only books and periodicals but many other sources of information, and therefore have to utilize more and more modern tools and methods. As a result, historical research is being developed in bibliology, with a simultaneous lack of means for the interpretation of contemporary phenomena. One has to admit, however, that there are from time to time attempts made to improve this situation, but on the whole, papers devoted to contemporary librarianship mainly describe functioning of libraries, problems of employment and methods of work with different types of readers, statistics being the main if not the sole method employed. This state of affairs is excelently mirrored by Encyklopedia współczesnego bibliotekarstwa polskiego /1976/ /Encyclopedia of Contemporary Polish Librarianship/. It is characteristic that at a theoretical conference "Stan i perspektywy badań księgoznawczych w Polsce" /The State and Perspectives for Bibliological Research in Poland/, held in 1979, not even a single paper on research in problems of contemporary librarianship was read, on the other hand, history of libraries was discussed extensively.

This state of things directly influences qualifications of library staff. It is true that the graduates are equiped with theoretical knowledge and are able to study the history of the book and library, but they are unaware of multiplicity of problems related to contemporary librarianship. As a result, one observes

the increase of the between highly theoretical book science and actual work in libraries, the latter being treated as pratical work only not worthy scientific research. The low technical and organizational level of the majority Polish libraries thus get an explanation.

That there are papers devoted to contemporary librarianship at all is due to a few people employed in larger libraries, especially in the National Library. This shows that higher library schools should utilize the skills and experience of outstanding librarians to a larger extent. One has to admit here that it is the recent Decree on Higher Education, May 4.1982, that encourages such endeavours, provided numerous bureaucratic barriers can be overcome.

Post-graduate library studies are also expected to change the existing state of affairs. They are intended to enable active librarians to specialize: they are to raise their qualifications. and prepare to conducting scientific research. Because we have had such studies for a few years only, their positive effects will possibly be observed in future.

Doctoral studies, created in Poland 10 years ago, and being liquidated now, have not satisfied our expectations. Research problems undertaken by their participants were mainly connected with historical aspects the examination of which guaranted concrete results in short periods of time at a minimal cost. Thus the number of librarians with doctor's degree increased, but not the amount of professional knowledge.

The librarians are becoming more and more aware of the absurdity of the present situation, and begin to call for a change energetically. The demands would be more effective if library school teachers identified themselves with librarian

profession. In fact the majority still consider themselves superior and treat librarians accordingly. Very few are members of Polish Library Association. Except for the mentioned encyclopedia, not even a single manual or hand-book for librarians has been written in higher library schools. The majority of teachers have never worked in libraries.

In this situation, The Main Board of Polish Librarians Association has decided to work out during the running tenure /1981-1985/ an official programme for teaching and professional perfection of librarians, and propose a way out of the present situation. Some of the observations presented above have been included in the programme. We see the need to redirect research on problems of contemporary librarianship and scientific information, to encourage wider cooperation of library schools with outstanding and experienced librarians, to offer scholarships at best native and foreign libraries, to impose higher requirements on the libraries that cooperate with schools and to raise the rank of student's practical training in libraries. It is also necessary to equip schools with necessary didactic aids and improve their working conditions. At the moment, none of our library schools has a well equipped library to be an exemplar for others! There is also an urgent need to recruit new members for Polish Librarians Association from among the teachers. These can only be achieved through intensive and effective activity of our organization which, in contrast to similar associations abroad, offers its members only a badge and possibility of social work.

We see the chance in improving personnel policy, which is particularly faulty. It is necessary to make one's professional career dependent upon knowledge and skills, not on formal qualifications and the number of work in libraries. Frequently the latter criterion is not an obstacle at all. To achieve our aims we have to overcome not only the resistance of administration but also years long habits of our librarians. Fortunately, our experience is so obvious and troublesome, that librarians nowadays are more open and susceptible to changes than at any other period before. Nevertheless, there awaits for us a long and hard work to do.